**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

# **GENERAL COURSE INFORMATION**

Course Number: BUSI 1702

Course Title: Supervisory Development

Credit Hours: 3

Prerequisite: None

Division/Discipline: Workforce Training and Community Education

Course Description: This course provides a practical approach to acquiring the skills needed by a supervisor. The course is designed to enhance the human relations skills in the managerial area and recognize the multifaceted roles of a supervisory position.

# **INSTRUCTOR INFORMATION**

# **COLLEGE POLICIES**

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

# **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

Supervisory Development fulfills a major requirement for the Business Administrative Technology degree. The course also serves as an elective course for several degrees offered at Barton. This course introduces the conceptual and theoretical explanations of supervision so a strong foundation can be established when supervising others. Through the use of real-world examples and experiential learning activities, students gain a practical application of supervisory knowledge and emerging skills.

# **ASSESSMENT OF STUDENT LEARNING / COURSE OUTCOMES**

Barton Community College assesses student learning and to quality education.  Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

1. Develop an understanding about why supervisors are vital to organizational success.
	1. Explain why supervisors are functioning in difficult times.
	2. Explain the demands and rewards of being a supervisor.
	3. Describe the contributions of four schools of management thought.
	4. Identify the economic, demographic, political, and social trends that will affect supervision.
	5. Explain why supervisors must continually grow and develop as professionals.
	6. Identify ways for getting into a supervisory position.
2. Describe the managerial functions which are important in a supervisory role.
	1. Identify the difficulties supervisors face in fulfilling managerial roles.
	2. Explain why effective supervisors should have a variety of skills.
	3. Define management and identify how the management functions are interrelated.
	4. Identify the important characteristics of the supervisor as a team leader.
	5. Explain the difference between management and leadership.
	6. Identify the concept of authority and power as it relates to being a good supervisor.
	7. Explain the need for coordination and cooperation and how they lead to good performance.
	8. Identify how labor unions affect the management functions.
3. Understand planning, goal setting, and achieving results.
	1. Define planning and explain why all management functions depend on planning.
	2. Explain how visioning and mission statements provide the foundation for strategic planning.
	3. Identify the need for well-defined organizational goals and objectives particularly as they relate to the supervisor.
	4. Describe the supervisor’s role in synchronizing his or her plans with organizational plans.
	5. Identify the major types of standing and single-use plans and explain how these plans help supervisory decision making.
	6. Describe how the supervisor plans for efficient and effective resource use.
	7. Identify the importance of planning for the unthinkable (crisis management).
4. Understand the complexities of supervising a diverse workforce.
	1. Define the concept of workforce diversity and identify the major categories of legally protected employees and general guidelines for supervising a diverse workforce.
	2. Explain the issues involved in supervising racial or ethnic minority employees.
	3. Identify factors that are particularly important when supervising female employees.
	4. Identify the legal and other consideration of supervising employees with physical and mental disabilities.
	5. Describe how considering the supervision of older workers and managing an intergenerational workforce is important.
	6. Provide examples of religious accommodation.
	7. Describe the unique challenges of supervising globally dispersed employees.
	8. Identify several pressures faced by supervisors who are members of protected groups.
	9. Explain the issue of reverse discrimination.
	10. Identify best practices in supervising a diverse workforce.
5. Describe the importance of effective leadership in a supervisory role.
	1. Define leadership, explain its importance at the supervisory level, and describe elements of contemporary leadership thought.
	2. Outline the importance of trust in the leadership process and the effects of lack of trust on employee engagement and productivity.
	3. Identify the critical nature of ethics in informing leaders’ behaviors and influencing followers and organizational culture.
	4. Explain the delegation process and describe its three major components.
	5. Identify why some supervisors do not delegate, and describe the benefits of delegation.
	6. Compare the autocratic (authoritarian) approach to supervision with the participative approach.
	7. Explain the role of followers in the leadership process and differentiate between different types of followers.
6. Identify the importance of the partnership between human resources and a supervisor.
	1. Explain the interaction between the supervisor and the human resources department in empowering employees for success.
	2. Describe actions the supervisor should take to prepare for the selection process.
	3. Identify what the supervisor can do to ensure that the most qualified applicant is chosen.
	4. Describe the hiring process and the importance of documentation.
	5. Outline how to conduct an effective onboarding program.
	6. Explain approaches to training and the supervisor’s role in employee development.
7. Discuss the importance of an effective performance management system.
	1. Describe the roles and responsibilities of a supervisor in a system of performance management.
	2. Summarize the management tasks required in the performance appraisal process.
	3. Describe the purposes of a formal appraisal system.
	4. Explain the factors, techniques, and challenges involved in measuring and documenting performance.
	5. Identify the process of conducting a sound appraisal meeting.
	6. Give examples of coaching strategies that can be used as follow-up to performance appraisal.
	7. Identify the benefits and challenges of a promotion-from-within policy.
	8. Identify the supervisor’s role in employee compensation and outline the goals of an effective compensation program.
8. Understand the importance of motivation and coaching in a supervisory role.
	1. Identify personal and situational factors that may cause employee job dissatisfaction.
	2. Identify reasons people behave the way they do.
	3. List the various motivational theories and describe their importance.
	4. Explain how one might use the motivational theories to manage their own lives and the performance of others.
	5. Identify ways to more effectively cope with people who make your life difficult.
	6. Compare the assumptions and application of Theory X and Theory Y in supervision.
9. Identify how solving problems effectively, making sound decisions, and managing change supports a productive work environment.
	1. Explain the importance of problem-solving and decision-making skills.
	2. Describe and apply the basic steps and skills involved in the decision-making process.
	3. Identify and describe various decision-making skills.
	4. Identify why a supervisor should not make hasty decisions.
	5. List approaches for introducing change to employees and for proposing change to higher level managers.
	6. Identify the formula for organizational renewal.
10. Communicate effectively as a supervisor.
	1. Define communication and explain its importance in today’s culture.
	2. Identify the implications of the new communications age.
	3. Analyze the channels of communication available to the supervisor.
	4. Identify the barriers to effective communication.
	5. Describe ways to overcome communication barriers.
	6. Explain how supervisors can better manage meetings with their own managers.
11. Implement effective disciplinary actions.
	1. Identify the basis and importance of positive discipline in an organization.
	2. Identify disciplinary situations that violate standards of conduct and explain the need to confront those situations appropriately.
	3. Identify approaches that ensure proper action for just cause.
	4. Describe the application of progressive discipline.
	5. Explain the “hot stove rule” approach to discipline.
	6. Identify the need to document disciplinary actions and to provide the right of appeal.
	7. Differentiate between the “discipline without punishment” approach and other alternatives to progressive discipline.
	8. Identify the importance of “fairness” in the disciplinary process.
12. Understand how the principles of organizing support the supervisory role.
	1. Describe the organizing function of management.
	2. Identify the impact of the informal organization and informal group leaders and how supervisors should deal with them.
	3. Justify why a supervisor should strive for the “ideal” organizational structure and work toward this objective.
	4. Compare and contrast departmentalization and alternative approaches for grouping activities and assigning work.
	5. Assess the implications of downsizing for restructuring and provide alternatives.
	6. List the major factors contributing to organizing effective meetings, especially the supervisor’s role.
	7. Appraise the importance of self-organization, that is, effective use of one’s time and talents.
13. Understand the importance of building and managing effective teams.
	1. Describe the form and function of the different types of work groups and the unique relevance of each to the supervisory role.
	2. Explain the relevance of research findings about work groups.
	3. Distinguish the relationships between employee morale, engagement, teamwork and productivity, and identify factors that influence employee engagement.
	4. Identify techniques for assessing employee morale, including observation and employee attitude surveys.
	5. Explain why counseling is an important part of the supervisor’s job.
	6. Identify programs that organizations use to help employees with personal and work-related problems.
14. Discuss the importance of conflict management as a supervisor.
	1. Describe how handling disagreements and conflict in the workplace is a component of supervision.
	2. Describe strategies for addressing bullying in the workplace.
	3. Identify and contrast five styles that are inherent in conflict-resolution approaches.
	4. Distinguish between supervisory handling of employee complaints in any work setting and grievances in a unionized situation.
	5. Explain the major distinctions between grievance procedures, complaint procedures, and alternate dispute resolution (ADR) procedures.
	6. Describe the supervisor’s role at the initial step in resolving a complaint or grievance.
	7. Analyze and identify supervisory guidelines for resolving complaints and grievances effectively.

# **INSTRUCTOR’S EXPECTATIONS OF STUDENTS IN CLASS**

# **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

# **REFERENCES**

# **METHODS OF INSTRUCTION AND EVALUATION**

# **ATTENDANCE REQUIREMENTS**

# **COURSE OUTLINE**